

A Comparative Study of Professional Attitude of B.Ed. Students Studying in Government-Aided and Self-Financed Institutions

Dr. Kishor C. Sonawane

Associate Professor

*Shri. Surupsing Hirya Naik College of Education,
Nvapur Dist Nandurbar (MH)*

Abstract- *Quality education depends upon the quality of teachers. Teacher education plays an important role in the development of quality education. The National Council for Teacher's Education has the responsibility to continuously strive to improve the quality of Teacher's education in the country. It is essential to have a professional attitude towards any profession. My objective of this paper is to compare the professional attitude of B. Ed students towards any profession. It is a survey study. The normative survey research method is used. "Teaching attitude inventory" by S. P. Ahluwala is used for the research. The test is administered on the sample of 100 B.Ed. students of government-aided & self-financed colleges. The mean scores are considered and the 't' value is calculated to find the difference in the professional attitude of B.Ed. students of government-aided & self-financed colleges towards the teaching profession. Findings are that B.Ed. students (male & female) belonging to Aided and self-financed institutions do not differ significantly in their professional attitudes.*

Index-Terms: *Teaching profession, Teacher Education, Attitude, Professional attitude, Self-finance, Government-aided college.*

I. INTRODUCTION

No Educational reform is possible without the teacher. Teacher education plays an important role in a country's education system. Many institutions are working at various levels to educate the teachers. All these teacher education institutions are required by law to get recognition from the National Council for Teacher Education. It is the primary duty of the government to provide education to every citizen of the country. The economic constraints and the ever-increasing demand for education from every section of the population forced the governments to look for new strategies to meet the demand. To facilitate access to education to the masses without increasing

the financial burden on its part, the Governments introduce the idea of self-financed institutions. The self-financed institutions in the field of education are those institutions that do not get any financial aid from Governments. Instead, these institutions meet their expenses from the fees charged by students. Though the emergence of self-financed institutions increases access to education they are generally out of reach of poor students as they charge a very huge amount of fees from students. An attitude is a state of the mind, a set of views, or thoughts, regarding some topic, which has an evaluative feature. It steers with an emotional component, and a propensity to act in a specific way concerning the attitude object. The thought component is considered the cognitive aspect, the emotional component as the affective aspect, and the propensity to act as the behavioral aspect.

These three aspects have been mentioned as the ABC components (Affective, Behavioral, and Cognitive components) of attitude. They are part of cognition, as well as an emotional component, and cannot be perceived from the outside. Attitudes have to be differentiated from two other closely related concepts, namely, beliefs and values.

Teachers are real architects of the nation. Without good teachers, even the best of the system is bound to fail, with good teachers even the defects of a system, can be largely overcome.” Teaching is an art and the quality of teaching depends on the love, dedication, and devotion of the teacher towards the subject of the knowledge. The quality of any teaching program cannot rise above the quality of its teacher. In B.Ed. colleges it is the teacher educators who are responsible for developing good teaching skills in B.Ed. trainees or future teachers.

II. NEED AND SIGNIFICANCE OF STUDY

In the present study, the investigator has tried to study the attitude of the pupil-teacher towards teaching. Many students who like to be admitted to B.Ed. course may or may not be interested in the teaching profession. They are selected through competition and expected that only those who are qualified and highly motivated for the teaching profession get admission in this course. But it has been noticed that only a few of them are more serious about doing B. Ed... From the studies conducted in the past, it is evident that a large number of pupil-teachers complete the course with boredom in their minds. So, unless and until the pupil-teacher or teacher realizes that their attitude can enhance their ability, they will not develop a positive attitude toward teaching. Thus, the present study according to the investigator would bring about a substantial change in the attitude of the pupil-teaching community towards teaching.

However, these efforts will not turn out to be effective and successful until and unless our teachers are not willing to implement such an evaluation system in the right manner and spirit. In this regard, it has been rightly remarked that the evaluation skill of the teacher is a very important competence expected to raise the standards of pupil achievement by giving constant feedback, remediation, and improvement of classroom instructional strategies based on the evaluation system followed in school education.

Professional Attitude

A professional attitude means that a person can effectively manage his time, and conflicts, show leadership, and emotional intelligence act righteously, show perseverance, work creatively, value multiplicity, attentive toward client satisfaction. A professional attitude is a manner in which you mold yourself in a professional setting. A professional attitude is often more formal. In this study professional attitude is defined as attitude towards the teaching profession. The study of attitude towards teaching will not only help the teacher to select suitable choices for his students, but Without the study of the student's attitude, the work of the teacher will also remain inadequate and the aim of teaching will never be achieved. Effective teaching and learning are the products of multiple factors. These factors are directly related to the quality of education in general and successful classroom instruction in specific. These factors comprise teachers' background, /competencies, pre-service and in-service training, teacher-student interaction, efficient use of instructional time and materials, and assessment of students' achievement. The above factors must be well-conceived, properly systematic, and diligently managed for better planning of effective and efficient education in our institutions. In this study, the researcher studied the professional attitude of B.Ed. students studying in self-financed and government-aided institutions.

Statement of the Problem

“A Comparative study of Professional Attitude of B. Ed students studying in government - aided and self-financed institutions.”

Objectives

1. To compare the Professional Attitude score of B.Ed. students studying in government-aided and self-financed colleges affiliated with KBCNMU, Jalgaon.
2. To compare the Professional Attitude score of B.Ed. Male students studying in government-aided and self-financed colleges affiliated with KBCNMU, Jalgaon.
3. To compare the Professional Attitude score of B.Ed. Female students studying in government-aided and self-financed colleges affiliated with KBCNMU, Jalgaon.

Hypothesis

The following non-directional hypotheses were formulated and tested.

1. Significance difference does not exist in the professional attitude score of students of government-aided colleges and self-financed institutions.
2. Significance difference does not exist in the professional attitude score of B.Ed. Male students of government-aided colleges and self-financed institutions.
3. Significance difference does not exist in the professional attitude score of B.Ed. Female students of government-aided colleges and self-financed institutions.

III. METHODOLOGY

According to the nature of the study, the investigator used the Normative Survey Method for her research. Because this method is one of the most commonly used approaches to educational problems. It is concerned with the present. It is relatively more scientific and accurate. It provides more accurate data. Data are subjected to parametric treatments and sampling error is put to a minimum. The findings are authentic and accurate. It is for this reason that the Normative Survey Method of research has been used. It is the most appropriate method for this study.

The population of the study

All B.Ed. Students, studying, affiliated with. KBCNMU, Jalgaon. self-finance institutions, and government-aided colleges will comprise the population of the study.

Sample of the study

About 4 government-aided colleges and 4 self-financed institutions affiliated with KBCNMU, Jalgaon. were the samples of the study. Overall, 8 government-aided and self-financed institution students were selected through a systematic random sampling technique. The researcher proposes to select 100 sample subjects for her study.

IV. VARIABLE USED IN THE STUDY

Professional Attitude -

Professional attitude in the present study has been taken as an attitude towards the teaching profession.

The data-gathering instrument

“Teaching attitude inventory” by S. P. Ahluwala is used for the research.

Administration of the Test

The test was administered on a sample of 100 B.Ed. students studying in government-aided colleges and self-finance institutions affiliated with KBCNMU, Jalgaon.

Statistical Techniques used in the study

The present study aims to compare the professional attitude of B.Ed. students, the mean, SD, and the ‘t’ test were thought of as the most appropriate statistical technique. Which has been used to analysis of data.

V. ANALYSIS AND INTERPRETATION OF DATA

Hypothesis 1 states that

1. Significance difference does not exist in the professional attitude score of B.Ed. students of government-aided colleges and self-financed institutions.

Table No. 1

Name of the Group	No. of students	Mean	SD	T Value	Significance Level
Govt. Aided	50	146.6	16.67	0.1	Insignificant
Self-Financed	50	146.2	22.922		

Table No. 1 Shows that the obtained (t) value is .1 and the table value of (t) for df 98 at 0.05 level is 1.96 & 0.01 level is 2.63. So the (t) value is lesser on both levels of significance. Thus, hypothesis no. 1 is selected. It means two groups of B.Ed. students belonging to aided & self-financed institutions do not differ significantly in their professional attitudes.

Hypothesis 2 states that

- Significance difference does not exist in the professional attitude score of B. Ed. Male students of government-aided colleges and self-financed institutions.

Table No. 2

Name of the Group	No. of students	Mean	SD	T Value	Significance Level
Govt. Aided	25	143.39	18.466	0.047	Insignificant
Self-Financed	25	143.08	26.733		

Table No 2 Shows that the obtained (t) value is .047 and the table value of (t) for df 98 at 0.05 level is 1.96 & 0.01 level is 2.63. So the (t) value is lesser on both levels of significance. Thus, hypothesis no 2 is selected. It means two groups of B.Ed. Male students belonging to aided & self-financed institutions do not differ significantly in their professional attitudes.

Hypothesis 3 states that

- Significance difference does not exist in the professional attitude score of B.Ed. Female students of government-aided colleges and self-financed institutions.

Table No. 3

Name of the Group	No. of students	Mean	SD	T Value	Significance level
Govt. Aided	25	149.33	14.775	0.003	Insignificant
Self-Financed	25	149.32	18.38		

Table No. 3 Shows that the obtained (t) value is .003 and the table value of (t) for df 98 at 0.05 level is 1.96 & 0.01 level is 2.63. So the (t) value is lesser on both levels of significance. Thus, hypothesis No. 2 is selected. It means two groups of B.Ed. Female students belonging to aided & self-financed institutions do not differ significantly in their professional attitudes.

VI. FINDINGS OF THE STUDY

Findings are given below-

1. The analysis of the data of the present study shows that professional attitudes toward the teaching profession of B.Ed. students belonging to aided & self-financed institutions do not differ significantly
2. The analysis of the data of the present study shows that professional attitudes toward the teaching profession of B.Ed. Male students belonging to aided & self-financed institutions do not differ significantly.
3. The analysis of the data of the present study shows that professional attitudes toward the teaching profession of B.Ed. female students belonging to aided & self-financed institutions do not differ significantly.

VII. EDUCATIONAL IMPLICATION OF THE STUDY

Teachers are the builders of students' futures. In this study, the result has come out that B.Ed. students (male & female) belonging to aided & self-financed institutions do not differ significantly in their professional attitudes. It means B.Ed. students studying in any government-aided college or self-financed institution do not have any effect on their professional attitude. Both have the same professional attitude. The attitude of Teachers plays a very effective role in the conduction of any new scheme in the field of education, here it is a Continuous and Comprehensive Evaluation.

VIII. CONCLUSION

A positive attitude towards the teaching profession can bring desired quality to children's education by developing a sense of duty, and professional competence, and giving them an insight into the needs and problems of the student. This area can be explored more by researchers.

REFERENCES

- [1] Bhargav Anupma, Pathy M.K. Dr. (2014), Attitude of student teachers towards teaching profession. Turkish Online Journal of Distance Education TOJDE, July 2014, ISSN 1302-6488 Volume: 15 Number: 3 Article 3
- [2] Borse Dr., Chandrakant (2012) "Correlation study of Self-Concept and Teaching Attitude of trainees B.Ed.Teacher " Shikshaneet Marmdrushti Insight Publications, Nasik Vol. 04, Issue1 April 2012- June 2012 pp 64-66.
- [3] N.S.Mumthas (2012)," Attitude towards teaching before and after B.Ed Programme of Higher Education. Neelkamal Publishers, Hyderabad, Vol 11-No.6
- [4] Hulya Yesul (2011), "Turkish Language Teaching Students' Attitude Towards Teaching profession". International Online Journal of Educational Sciences, 2011, 3(1), 200-219.

- [5] Kaur, Manmeet (2001) “Comparative study of job satisfaction”, professional and educational interests, creativity attitude towards teaching of teacher educators at different levels of teacher education.” Retrieved from <http://hdl.handle.net/10603/82609>